



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5757 W. McDowell Rd., Phoenix, AZ 85035

OMEGA SCHOOLS d.b.a. Omega Academy, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 N/A  
2002-03 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Miss Carmen Michelle Gulley  
Schedule : 07:30 AM to 04:30 PM  
Grades : 5-8  
2005 Enrollment : 110  
Web Address : omegak12.com  
Phone Number : (602) 269-1007  
Fax Number : (602) 269-1073  
E-mail : cgulley@omegak12.com

### Mission

All students are encouraged to pursue a 90 percent mastery level. At our school character development is as important as academy success. By using learning center instruction and technology, we realize our vision of 'Rekindling the Joy of Learning and Work.'

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Not Met  
2003-04 N/A  
2002-03 Not Evaluated

#### School Improvement Status (b)

2004-05 Warning Year  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will close the achievement gaps in mathematics, reading, and language arts.
- ü Students will pursue a 90% mastery level for Language Arts Standards set by the state.
- ü All students will become technology proficient by 2010.

### Enrollment

October 1, 2004 School Year Student Enrollment : 128  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 122

## Instructional Programs

- Ü Inclusion Model of Special Education
- Ü College Prep Track/Internships
- Ü Learning Center Approach to Instruction
- Ü Instruction Based on AZ /Natl. Standards
- Ü Technology In The Classroom/ Tech Room
- Ü After School Program/Tutoring
- Ü Extended Week/Year Programs

## Calendar Information

Number of Instruction Days :	155
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	6/8/2006

## Shared Responsibilities

### School

Omega was formed on the premise that children can achieve untold heights if they are provided with a quality education and the opportunity to learn in a nurturing, non-threatening and violence-free environment.

### Parents

Omega encourages parents to be involved in their child's education. They are required to attend orientation meetings and offered the opportunity to frequently interact with the teaching staff. They are required to attend a minimum of 3 out of 9 pre scheduled parent-teacher-student conferences which are held the last Thursday of every month. Parents are also required to purchase the required uniform for each child in attendance.

## Transportation Policy

BEELINE Transportation Services determines the bus route for Omega.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü National Awards for Outstanding Employees	2001
Ü Federal Grant - 21st Century	2005
Ü Private Donations	2004
Ü Awards for Academic Scholarships for Graduates	2004

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	31	78906	94	100	99	457	465	498	22	30	13	33	25	19	44	45	48	0	0	20
All Students (Prior Year)	14	23	76019	88	96	100	432	443	499	71	55	14	29	36	39	0	5	14	0	5	33
Female	12	22	38644	92	100	99	461	469	500	13	22	12	38	28	19	50	50	49	0	0	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	15	31938	NC	100	99	NC	452	481	NC	44	19	NC	22	25	NC	33	46	NC	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	--	NC	10664	--	NC	100	--	NC	430	--	NC	42	--	NC	27	--	NC	26	--	NC	5
Students without Disabilities	16	30	68310	94	100	98	457	467	509	22	26	9	33	26	18	44	47	51	0	0	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	24	38679	88	89	96	455	463	483	29	36	20	29	21	25	43	43	45	0	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	31	78908	94	0	99	461	473	484	22	15	10	33	40	23	44	35	58	0	10	9
All Students (Prior Year)	15	24	76020	94	100	100	473	479	503	87	70	25	13	22	23	0	9	40	0	0	12
Female	12	22	38648	92	0	99	462	476	489	25	17	8	25	33	22	50	39	61	0	11	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	15	31940	NC	0	99	NC	461	465	NC	22	16	NC	44	32	NC	33	49	NC	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	--	NC	10665	--	NC	100	--	NC	423	--	NC	30	--	NC	36	--	NC	31	--	NC	2
Students without Disabilities	16	30	68312	94	0	98	461	476	493	22	11	7	33	42	21	44	37	62	0	11	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	24	38662	88	0	96	456	472	468	29	14	16	29	43	32	43	29	49	0	14	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	31	78750	94	100	99	477	492	500	13	5	6	50	47	29	38	47	63	0	0	2
All Students (Prior Year)	15	24	75673	94	100	100	445	459	530	33	35	12	53	48	25	13	13	58	0	4	4
Female	12	22	38586	92	100	99	476	495	515	14	6	4	43	41	22	43	53	71	0	0	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	15	31841	NC	100	99	NC	492	483	NC	0	8	NC	56	36	NC	44	55	NC	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	--	NC	10622	--	NC	100	--	NC	415	--	NC	21	--	NC	50	--	NC	28	--	NC	1
Students without Disabilities	16	30	68196	94	100	98	477	497	513	13	6	3	50	44	25	38	50	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	23	38558	81	85	96	467	486	485	17	8	8	50	46	37	33	46	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	60	78250	95	97	99	505	509	548	64	53	21	20	31	18	12	14	48	4	3	13
All Students (Prior Year)	40	51	75001	100	98	99	406	416	468	89	85	37	11	8	36	0	4	16	0	2	10
Female	18	28	38071	90	93	99	514	513	549	64	53	20	18	33	19	9	7	49	9	7	12
Male	19	31	40126	100	97	99	501	508	547	57	48	23	29	33	17	14	19	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	24	34	29129	96	94	99	505	507	527	53	48	32	29	35	23	18	17	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	17	38320	NC	100	99	NC	527	568	NC	43	12	NC	29	14	NC	14	55	NC	14	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	37	58	68996	100	100	99	504	508	561	65	54	16	19	30	18	12	14	52	4	3	14
Limited English Proficient Students	10	10	10133	100	100	100	497	497	488	57	57	45	29	29	25	14	14	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	26	44	33388	76	83	94	513	515	530	56	43	32	22	36	22	17	18	40	6	4	5
Non-Economically Disadvantaged	13	18	44937	100	100	100	486	487	561	78	80	13	22	20	15	0	0	54	0	0	18

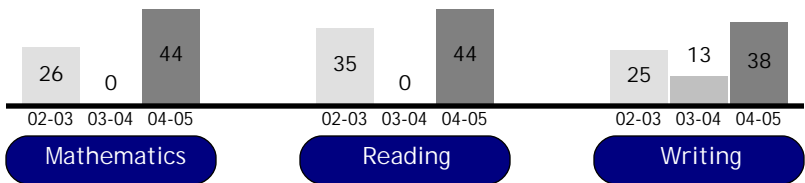
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	61	78302	97	0	99	487	494	512	12	11	11	60	47	25	24	39	57	4	3	7
All Students (Prior Year)	37	48	74918	95	92	99	426	437	497	89	73	32	11	22	19	0	4	35	0	0	15
Female	19	29	38082	95	0	99	494	500	518	0	0	8	73	60	24	18	33	61	9	7	7
Male	19	31	40166	100	0	99	485	491	507	21	19	14	43	33	26	36	48	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	25	35	29152	100	0	99	484	490	492	6	4	17	65	57	34	29	39	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	17	38347	NC	0	99	NC	504	531	NC	43	5	NC	0	17	NC	43	68	NC	14	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	38	59	69024	100	0	99	486	493	524	12	11	7	62	49	23	23	38	62	4	3	7
Limited English Proficient Students	10	10	10140	100	0	100	473	473	451	14	14	28	71	71	43	14	14	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	27	45	33398	79	0	94	490	498	495	11	11	18	56	39	35	28	46	46	6	4	2
Non-Economically Disadvantaged	13	18	44979	100	0	100	482	482	525	11	10	6	67	70	18	22	20	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	60	78094	95	97	99	492	507	545	8	6	3	46	34	18	46	60	77	0	0	2
All Students (Prior Year)	33	44	74503	85	85	99	411	442	491	32	24	9	45	39	32	19	29	51	3	7	8
Female	19	29	38025	95	97	99	498	507	558	9	7	2	45	40	13	45	53	82	0	0	2
Male	18	30	40013	95	94	99	488	508	534	8	5	5	46	30	23	46	65	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	24	34	29068	96	94	99	489	502	523	13	9	5	44	36	27	44	55	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	17	38265	NC	100	99	NC	529	564	NC	0	2	NC	14	11	NC	86	84	NC	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	37	58	68892	100	100	98	493	507	559	8	6	2	48	36	14	44	58	82	0	0	2
Limited English Proficient Students	10	10	10084	100	100	100	469	469	474	29	29	10	29	29	39	43	43	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	27	45	33296	79	85	94	497	511	527	11	7	5	39	29	27	50	64	67	0	0	0
Non-Economically Disadvantaged	12	17	44871	100	100	100	484	493	559	0	0	2	75	67	12	25	33	84	0	0	3

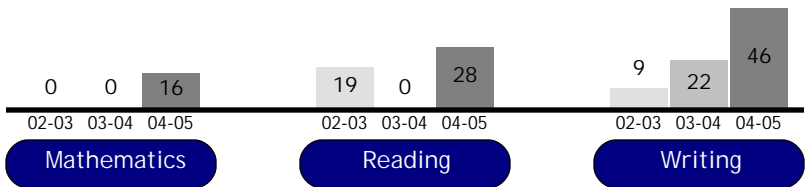
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	--	--	17	50	72	17	NA	55	94	36	41	50
	Language	--	--	15	46	72	14	17	49	94	37	40	50
	Mathematics	--	--	19	57	72	16	23	63	94	36	39	49
6	Reading	--	--	10	53	76	19	NA	56	96	28	37	51
	Language	--	--	8	45	68	16	15	48	96	24	33	47
	Mathematics	--	--	17	62	76	30	34	66	100	29	34	52
7	Reading	--	--	31	51	80	26	NA	54	100	32	32	50
	Language	--	--	32	54	77	20	25	58	100	34	33	52
	Mathematics	--	--	34	58	77	28	27	62	97	31	29	50
8	Reading	--	--	21	53	90	16	NA	55	100	30	34	51
	Language	--	--	17	49	90	9	13	52	100	34	39	50
	Mathematics	--	--	22	58	90	21	27	61	100	27	31	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# S. Sturgeon Middle School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

### Council Duties

- Ü Fund Raising
- Ü Community Partnerships
- Ü Parent/Educator Relations
- Ü Transportation Issues
- Ü Policy /Promotion/Retention
- Ü On-site Activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	16.00
Other Professional Staff	1.50	Teacher Aide	.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	4	1	0	0
10 or more years	2	3	2	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Labs for 5-8 Grades
- Ü Playground/Play Field
- Ü Buildings are Handicap Accessible

### Extracurricular Activities

- Ü Field Trips/PE/Vocal Music
- Ü Parent ESL Classes
- Ü After School Programs (5-8)
- Ü Prevention Classes
- Ü After school /SummerTutoring
- Ü Community Meetings and Workshops
- Ü Parent Workshops

### Social Services

- Ü Couseling Services for Truant Families
- Ü After School Leadership Programs



## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü The community and parents donate time through volunteer hours on-site, by assisting with 5-8th grade classrooms. Parents and students are awarded participation hours for attendance, positive behavior and grades.
- ü The staff participates in district/state trainings up to 200+ hours per year-Character Ed, PATH 4 YOU, Special Ed, Intel Teach For The Future, School Improvement, Researched Based Summer School, Raising Achievement in Math & Reading and Ethics.
- ü S. Sturgeon Middle School has a high level of parent/community involvement through activities as the community fair (35 business partners participated), foster grandparent program, America Reads/America Counts w/ ASU & GCC colleges.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	89	95	94	95
Transfers Out Rates <sup>5</sup>	43	12	12	17
Transfers In Rate <sup>6</sup>	126	28	28	37
Stability Rate <sup>7</sup>	57	87	87	82
Promotion Rate <sup>8</sup>	69	96	95	81
Retention Rate <sup>9</sup>	11	1	1	3
Dropout Rate <sup>10</sup>	16	0	1	6
Status Unknown <sup>11</sup>	5	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Omega's Board of Directors has a 'Drug-Free Campus' policy prohibiting the use or sale of tobacco, drugs or alcohol on or around school grounds. The school also has policy concerning harassment. All visitors must sign in and receive a pass as they enter the campus. An orderly instructional environment required. Students and parents pay for property damages.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Carmen Gulley	(602) 269-1007
Transportation Policy	Sid Bailey	(602) 938-2092
Community Resources	Joy Smart	(602) 269-1007
School Nutrition Programs	Lorraine Valenzuela	(602) 269-1007
Parent Organization	Jolene LeFlore	(602) 938-2092
Student Health/Nurse	Joyce White	(602) 269-1007

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.